Data Teams Grade 5th: Unit 4

**Step 1: Prioritization of the “I Can Statements”**

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| **Reading Literature Standards**  **Journeys Lesson 16, 17, 19, 20 and**  **Extending the CC – Unit 4 (ECC)** | **Reading Informational Standards**  **Journeys Lesson 18** |
| Literature 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.   * I can use details and character’s actions to determine the theme of a text. (story, drama or poem) * I can explain the relationship between the character’s actions and the theme of the story or drama. * I can create my own summary based on details in the text, actions of the characters, and/or how the speaker in a poem reflects upon a topic. | Informational 8: Explain how an author uses reasons and evidence to support particular points in a text.   * I can identify the point an author is trying to make in a nonfiction text. * I can identify the reasons (opinions) an author uses to support their particular point. * I can identify the evidence (facts) an author provides to support their particular points. |
| **Literature 3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**   * **I can use details from the text to describe a character, setting, or event in a story.** * **I can compare and contrast two or more characters, settings, and events in a story or drama.** * **I can describe how these similarities and differences contribute to how the story unfolds. (BUILDING CAPACITY FOR GRADE 6 LITERATURE 3)** |
| Literature 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.   * I can identify structural elements of stories, drama, and poems. (chapter, scene, stanza) * I can describe how events in a story, drama, or poem fit together to create a cohesive whole. |
| **Literature 6: Describe how a narrator’s or speaker’s point of view influences how events are described.**   * **I can identify the narrator or speaker in a fiction passage.** * **I can identify the narrator or speaker’s point of view based upon details in the passage, which may include opinions or evidence of bias.** * **I can describe how the narrator or speaker’s point of view influences how events are described.** |
| **Literature 7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem).**   * **I can analyze the author’s use of multimedia elements (graphic novels, multimedia, picture books, folktale, myth, or poem) and explain how it contributes to the overall feel of the text (mood, tone, etc.).** |
| **Focusing our Instruction** | |
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**Step 2: Create the Common Formative Assessment Pretest/Posttest***Assessment items directly aligned to prioritized I Can Statements. Create Scoring Guide*

**Step 3: Score the Pretest – Set Smart Goal***The percentage of students scoring proficient or higher on our prioritized I Can Statements will increase from \_\_\_\_\_\_\_\_% to \_\_\_\_\_\_\_\_% measured by the posttest administered on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

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|  | **Prioritized I Can #1** | **Prioritized I Can #2** | **Prioritized I Can #3** | **Prioritized I Can #4** | **Prioritized I Can #5** |
| I Can’s |  |  |  |  |  |
| **Proficient** |  |  |  |  |  |
| **Not Proficient** |  |  |  |  |  |

**Step 4: Planning for Instruction Based on Pretest Results**

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| **Lesson** | **Genre** | **Prioritized I Can Statements (\* focus)** | **Whole Group Considerations** | **Small Group Considerations** |
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**Notes from Meeting During/About this Unit**

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| **Date:** | **Notes:** |
| **In Attendance:** |
| **Date:** | **Notes:** |
| **In Attendance:** |

Post Test Results –

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|  | **Prioritized I Can #1** | **Prioritized I Can #2** | **Prioritized I Can #3** | **Prioritized I Can #4** | **Prioritized I Can #5** |
| I Can’s |  |  |  |  |  |
| **Proficient** |  |  |  |  |  |
| **Not Proficient** |  |  |  |  |  |

1. Did we achieve our SMART goal?
2. What are our reflections on this unit?
3. If we did not achieve our goal, what are we going to do to still try to reach it?